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REVIEW

The preceptorship in undergraduate nursing: an integrative review of the literature

A preceptoria na graduação em enfermagem: uma revisão integrativa da literatura

La preceptoría en pregrado en enfermería: una revisión integradora de la literatura

Verônica Caé da Silva¹, Lígia de Oliveira Viana², Claudia Regina Gonçalves Couto dos Santos³

ABSTRACT

Objective: Identify and analyze the evidence available in the literature on preceptorship in nursing, with emphasis on studies in Brazil. **Method:** Integrative review of the literature conducted in 2010, from the VHL. There were analyzed 48 studies whose inclusion criteria were: scientific publications, abstracts or full text available in selected databases in the period between 2000 and 2010. **Results:** The preceptor is the nurse's health service plans, monitors, supervises and evaluates the nursing students in practice developed during the internship. Some of the difficulties encountered in preceptorship are: lack of time to devote to the trainees with all the other tasks of the service, the problems in the infrastructure of the workplace and little preparation for this activity. **Conclusion:** There is need to produce knowledge about the nursing preceptorship during graduation and further discussion of the issue on the national scene. **Descriptors:** Nursing, Nursing education, Tutoring.

RESUMO

Objetivo: Identificar e analisar as evidências disponíveis na literatura sobre a preceptoria em enfermagem, com ênfase na graduação no Brasil. **Método:** Revisão integrativa de literatura realizada em 2010, a partir da BVS. Analisamos 48 estudos cujos critérios de inclusão foram: publicações científicas, com textos completos ou resumos disponíveis nas bases de dados selecionadas, no período compreendido entre 2000 e 2010. **Resultados:** O preceptor é o enfermeiro do serviço de saúde que planeja, acompanha, supervisiona e avalia os graduandos de enfermagem na prática desenvolvida durante o estágio. Algumas das dificuldades encontradas na preceptoria são: a falta de tempo para dedicar-se aos estagiários, com todas as outras atribuições do serviço, os problemas na infra-estrutura do local de trabalho e o pouco preparo para esta atividade. **Conclusão:** Há necessidade de produção do conhecimento sobre a preceptoria de enfermagem durante a graduação e de maiores discussões sobre a temática no cenário nacional. **Descritores:** Enfermagem, Educação em enfermagem, Tutoria.

RESUMEN

Objetivo: Identificar y analizar las evidencias disponibles en la literatura sobre preceptoría en enfermería, con énfasis en los estudios en Brasil. **Método:** revisión integrativa de la literatura realizada en 2010, de la BVS. Fueron analizados 48 estudios cuyos criterios de inclusión fueron: publicaciones científicas, resúmenes o textos completos disponibles en bases de datos seleccionados en el periodo comprendido entre 2000 y 2010. **Resultados:** El preceptor es los planes de servicios de salud de la enfermera, monitores, supervisa y evalúa a los estudiantes de enfermería en las prácticas desarrolladas durante la pasantía. Algunas de las dificultades encontradas en preceptoría son: la falta de tiempo para dedicar a los alumnos con todas las otras tareas del servicio, los problemas en la infraestructura del lugar de trabajo y poca preparación para esta actividad. **Conclusión:** Existe una necesidad de producir conocimientos sobre la preceptoría de enfermería durante la graduación y posterior debate de la cuestión en la escena nacional. **Descriptores:** Enfermería, Educación en enfermería, Tutoría.

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INTRODUCTION

We passed a historic moment of the XXI century in which rapid changes occur daily, these are reflected in formation during the graduation courses in nursing, and they need to take ownership of new methods, to make opportune to students the ability to understand the reality.

Law nº 9.394/1996¹, Guidelines and Bases of National Education (LDB), indicates that one of the functions of higher education is just the stimulus to the knowledge of the problems of this world. All people (we also called social subjects) involved in the teaching and learning of undergraduates must take care that they have the opportunity to understand the concrete world, the human reality as a whole, which encompasses the historical, economic, cultural, political and social.

The health training is given by the concrete relations operating realities and facilitates the construction of collective spaces for reflection and evaluation of the acts that are experienced everyday.² As an undergraduate in the health professions is the effective participation of various subjects: teachers, students, users of health services, their families and service professionals - in our case, the nurses.

The educator and philosopher Dermeval Saviani points out that in daily school social agents are at different levels, ie, teacher and student, or preceptor and nursing undergraduate students "are at different levels of understanding (knowledge and experience) of practice social".^{3: 70} Thus, the degree courses in nursing should organize their political pedagogical project recognizing this dynamic context.

A reflection on the question of the method of teaching is critical to the pedagogical action. Since pedagogy "means literally driving the child, and its origin is the slave that led the child to the location of the games or where she received instruction from the preceptor".^{4: 75}

Therefore, the preceptor was the individual with the knowledge needed for teaching child safe, knowing that the teacher had a direct relationship with their life experience, historically constructed. Likewise this child, it is possible to bring this text, graduating nursing, also has experience and knowledge, but a different level of understanding, we will be working to establish the relationship with the preceptor.

The training during the undergraduate nursing involves the dimensions of theory and practice, and the latter must occur necessarily in the last two semesters of courses, through curricular, pursuant to Resolution nº 3 of 2001 of the National Curriculum Guidelines Course undergraduate Nursing (DCN's).⁵

In the experience of the graduate traineeship may exist a participation of nurse preceptor, with their knowledge and practice experienced in the various health services, both primary as medium and high complexity, within the principles and guidelines recommended by the National Health System (SUS) prevailing in our country.

The word mentor is defined by Ferreira as "one who ministers precepts or instruction".^{6: 648} This definition is in line with what is presented in this article, the nurse who instructs students in undergraduate nursing praxis.

It is in the realm of practice that establishes the interaction between nurse preceptor and nursing undergraduate students. When it comes to stage nursing or nursing practice, you cannot unlink it from the theoretical knowledge. Of this way, "a concept that articulates the synthetic theory and practice"^{4: 141}, can be called praxis. It does not do without reflection, but the practice is based on theory and vice versa.

From these considerations and the experience of one of the authors as a governess nursing Public Health Service of Rio de Janeiro, emerged interest in the study. We formulated the following questions: how has currently been addressed the issue of preceptorship in nursing in health services and in educational institutions? What is the evidence available in the literature about the preceptorship focusing on graduation in the country?

The **objective** of this study is to identify and analyze the evidence available in the literature on preceptorship in nursing, with emphasis on studies in Brazil.

METHODOLOGY

To meet that want to investigate, this study used the integrative review method, which "aims to gather and synthesize research results over a defined theme or issue in a systematic and orderly manner, contributing to a deeper understanding of the topic investigated" ^{7: 759}.

The stages of development of this integrative review were the following: establishment of questions to be answered and purpose of the integrative review, establishing criteria for inclusion and exclusion of articles and other bibliographical studies (sample selection); definition of the information to be extracted from selected studies, analysis of results and discussion.

From the Virtual Health Library (VHL), for the selection of publications were used in May and June 2010, the databases: LILACS, IBECs and MEDLINE.

The inclusion criteria of the studies identified for this integrative review were: scientific publications in Portuguese, English or Spanish, with full texts or abstracts available in selected databases in the period between 2000 and 2010.

Exclusion criteria were elected: editorials, publications prior to 2000, and references not allowed access to the abstract or full text online.

Initially we use [words] "preceptorship" and "NURSING" in LILACS and IBECs, a total of 58 references from 2000 to 2010, 16 selected for the study.

In MEDLINE, the search was made by "Preceptorship" and "Nursing Education" in [Subject descriptor] with time frame of 2005 to 2010. A total of 42 posts (01 appeared to be repeated at the previous search) 32 selected for the study.

The final sample of this integrative review consisted of 48 publications, namely: Articles 46, 01 and 01 thesis dissertation.

For presentation of the data that were included in the integrative review, 02 frames were built, considered figures.

RESULTS AND DISCUSSION

Based on the inclusion and exclusion criteria described in the methodology, the 46 papers that comprise this review were taken from 21 national and international journals indexed.

Brazilian journals specific nursing were found 05: Journal of Nursing Network Northeast (Rene), Acta Paulista Nursing, Brazilian Journal of Nursing (REBEn), Nursing Magazine UERJ and Latin American Journal of Nursing, as can be shown in Figure 1.

Nursing Periodic	Number of publications	Year of publication	Type of study
Rene	1	2008	Qualitative.
Acta Paul.	1	2008	Qualitative, with phenomenological approach.
REBEn	3	2000 2000 2007	Qualitative, through documental analysis; Case studies; Literature review.
Rev. Enf. Uerj	1	2006	Literature review.
Rev. Lat-am. Enf.	1	2002	Case report.

Figure 1. Distribution of Brazilian periodicals of nursing on the number of publications, year and type of study.

The thesis that made this revision was in 2009, supported by the National School of Public Health Fiocruz and introduced the concepts of preceptorship, but in training the resident doctors.⁸ Already, the dissertation was defended by UERJ in 2004 and described the preceptorship in residency perspective nursing.⁹

Highlights were 04 Brazilian studies focusing on preceptorship in undergraduate nursing, as shown in the table below.

Periodic	Year	Place of study	Author and Title
Rene	2008	Bahia	Carvalho ESS, Fagundes NC. The insertion of the precentorship in degree course in nursing ¹⁰ .
Brazilian Magazine of Medical Education	2009	Rio de Janeiro	Trajman A, et al. The precentorship in basic network of Municipal Health Secretariat of Rio de Janeiro: opinions of health professionals ¹¹ .
Rev. Lat-am. Enf.	2002	Rio Grande do Sul	Saupe R, Geib LTC. Software tutorials for the nursing courses ¹² .
REBEn	2007	Rio Grande do Sul	Geib LTC, et al. The academic tutoring in the historical context of education ¹³ .

Figure 2. Presentation of scientific articles published that highlighted the Brazilian preceptorship in undergraduate nursing.

A brief return to the history of Brazilian education, we find that the preceptorship "was developed primarily by the method of mutual education, Lancaster, Empire announced by the Minister José Bonifácio de Andrada e Silva, with the support of the Emperor D. Peter I ".^{14: 6}

In the method of mutual education, published in Brazil in 1808, the more advanced students in the school were used as auxiliary teachers in classes with more students. In this, the prevailing model of traditional pedagogy, with strict rules where the simple fact of speaking, the student could be punished, the importance was to teach a greater number of students possible.

Regarding the educational policy in the Brazilian Empire, Saviani et al¹⁵ showed that this method pedagogy was not nominated as such and do not appear in the sources praises about this form of instruction.

In integrative review conducted could detect the presence of studies published in journals promotion, marking the preceptorship in undergraduate courses in the area of health, nursing residence, in distance education as an activity of own nursing faculty of educational institutions top - HEIs (often with the title tutoring), when you're a student in clinical teaching.

In the translation of the Spanish study of Moya et al 'tutors are experienced nurses to facilitate and assess learning of the students work in real clinical environment itself'.^{16: 17} Therefore, many articles mention the term guardian instead of preceptor, considering the use of the descriptor of VHL in Portuguese and Spanish "mentoring". But also do when referring to teacher's guidance in clinical stage.

The preceptorship in nursing is a practice performed by nurses in different health services in Brazil. Activity is taking place at the undergraduate level, which can entitle the nurse preceptor to that which accompanies, supervises, coordinates, teaches and learns from graduate students in nursing in daily health care of individuals, groups and communities. But it is worth noting that there is still a knowledge gap to be filled when faced with the scarcity of results of studies focusing on preceptorship in undergraduate nursing in Brazil.

One major study found discussed the introduction of preceptorship in undergraduate nursing and ensures that

It is in the context of the implementation of supervised internships that emerges the figure of the teacher in undergraduate courses in nursing. (...) In the development of programming and monitoring process of the student by the teacher, there will be active participation of nurses in the health service in the space where it develops the said stage (...) mediator of the teaching-learning (...) the nurse packed health units, whose main responsibilities include the direction and supervision of students in supervised internships. (Carvalho and Fagundes, 2008, p.99).¹⁰

Thus, the preceptors nursing (nursing unit heads, physicians and leaders or supervisors) have the role of mediator of knowledge in an attempt to contribute to the formation of the individual who is able to promote changes in health practices and nursing.

With SUS, of comprehensive in health work is what one aims currently, and the preceptor must be a participant functional, allowing access of the trainee in the spaces of practice required by DCN's, since the construction of the project or proposed course, including each step of what you want and what is being done.

In nursing education must avoid the mismatch between training and reality. Thus, in this way the teacher is an essential, therefore, the work environment, and the characteristic profile of clients assisted, of reality where the service is located, operational difficulties, how to perform the tasks required for each nursing case in context, it is he who can give real answers.

About preceptorship in primary health Rio de Janeiro, Trajman et al¹¹ questioned whether they believed the preceptors was part of the service guide students and over 90% of nurses said yes.

As a model of care practice for the future majoring in nursing, the preceptor is a professional who teaches, maintains emotionally in order to "facilitate the process of socialization and student to approach his new role (...). Must also assume responsibility for student evaluation practices within the".^{17: 179}

Agree with the points that Laranjeira, Saupe and Geib, when attach to the preceptor role of "facilitating the perception, comprehension and student action toward the achievement of its transformation into a nurse".^{12: 724}

As the nursing undergraduate students perceive, understand and act on the reality of health care human services today, accompanied by a supervisor, this being the nurse training field, so we believe that he learns to provide assistance. But, not naively, because man is not a passive being, "he reacts at the state intervenes personally to accept, reject or change".^{18: 40}

Although not a professional academy, the preceptor is respected as one rather significant for nursing education, even though, as pointed out in the study below, but where further thought fit, to aid in the improvement of clinical competence.

(...) Professional who is not the academy and which plays an important role in the integration and socialization of recent graduate workplace (...) the preceptor (...) function is to bridge the gap between theory and practice (...) to guide, support, teach and share experiences that improve clinical competence and help undergraduates and recent graduate to adapt to the profession. (Botti and Rego, 2008, p. 365).¹⁹

With this perspective, we must reflect on the interrelationship between academia and service necessary to enable the nurses training field understand the process of training the student brings from the beginning of the course until the arrival of the same, which is only legally obliged from the last two semesters. So, to understand what he says culturally and historically, not always with words, with shares of acceptance, disgust and practical transformation from what develops with the preceptor on a daily basis. And who knows, use of theoretical and practical tools to go beyond the conduct of this student only in the sense of adapting to the exercise of their future profession.

A study on the nursing residence at a military hospital pointed out that one of the negatives related to preceptorship was unprepared for transmission of content needed for nursing practice and little involvement with academia. According to the study's author, "to teach not just have the domain knowledge, one must also consider how to teach and this implies a minimum pedagogical training".^{20:}

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The university has an important role in the formation of preceptors, nurses giving opportunities to approach the issues inherent to the process of teaching and learning, offering refresher courses in specific areas, enabling participation in scientific events closer approximation to the academic reality in under extramural health units.

There must be recognition of those who have the will to act as preceptors and open up a channel of communication available to them, offering authentic spaces of participation.

A survey conducted at the School of Marília points that students realize that

(...) The nurse is a professional who is unmotivated, demobilized and conformed to its working condition, and that this may be due to a form of empowering nurses at graduation (...) criticism began to be built in school, but will be developed throughout life, since this is an ongoing process of construction. (Chirelli and Mishima, 2003, p.580).²¹

Thus, in conjunction with the service of teaching, the nurse's practical scenario in health may find reasons to be an example of a professional, and who knows, in the exercise of preceptorship, put this drawing in the above study, it can be modified as, recognizing its value in training new nurses, the preceptor is also revitalize.

There is no neutrality in relations between men, therefore all learn and teach, teach and learn from their personal experiences, resulting also training. Studying Saviani and historical-critical pedagogy, we recognize that because there is no knowledge without interest, neutrality is impossible. The same author states that "it takes a man to philosophize: are the problems facing man in the course of its existence".^{18: 17}

Regarding functional barriers during the preceptorship for Botti and Rego, "the teacher develops a relationship that requires little commitment, perceived only in the work scenarium".^{19: 370} On account of Orange found the sense of responsibility of nurses regarding the preceptorship.

(...) Not always the nursing professionals consider it their duty to contribute to clinical training of students. Or, on the other hand, although there are provisions and motivations for collaboration in the training of students, the services do not have the resources to make this a reality. (Laranjeira, 2006, p.178).¹⁷

The service should accommodate trainees in nursing, from the moment that establishes a legal relationship with HEIs to ensure the use of space as a setting for teaching and learning, ensuring all who live in this environment the minimum necessary to produce care nursing with excellence to customer, family, community, professionals and trainees themselves.

Several studies show that another difficulty for those who play the role of preceptor is the accumulation of functions, being reinforced the need for knowing the pedagogical sphere that helps in guiding the student or students under their responsibility. Therefore, preceptory may also be considered a:

(...) The involvement of professionals with SUS activities supervision / guidance of undergraduate students in the health field; this involvement (...) requires the addition of a training / educational acculturation beyond the technical functions assigned to it. (Trajman et al, 2009, p. 25).¹¹

Therefore, some of the difficulties encountered in the course of preceptorship are: lack of time to devote to nursing trainees with all the other tasks of the service; problems in the infrastructure of the workplace, the lack of professional training, towards the same educational training to perform the activity.

Still, compared with the figure of the tutor, we found some characteristics of the desired profile in the section highlighted below:

Being an expert in nursing practice in order to be able to model the student; Having an ethical performance, manifested by appropriate attitudes in teaching / learning process, such as trust, transparency, authenticity, ability to help, honesty, availability, dialogue and accountability, so that the student and advisor can establish a true relationship help, and mobilize Mastering the theory and practice in order to make clear to the student the professional reasoning that underlies the concrete action, encouraging reflective practice and critical; Being honest and fair assessment as a means of promoting learning and student growth; Feeling and knowing convey your enthusiasm, giving prestige to the art and science of nursing. (Santos et al, 2006 s.p.).²²

Characteristics that should the nurse to assume the role of preceptorship, verified the need for articulation with the academy, especially prior to the probationary period of the student, so that you have clarity of scope of their activities, as well as from the now brings academic constructs, from discussions with teachers about their practice to that she will live with the preceptor.

CONCLUSION

We believe that we can achieve the proposed objective in the present study, identifying and assessing the evidence available in the literature on preceptorship in nursing, with emphasis on the various undergraduate courses in Brazil.

Found national and international studies, the most significant of the country's 03 regions: South, Southeast and Northeast. We stress the need to produce knowledge on the subject.

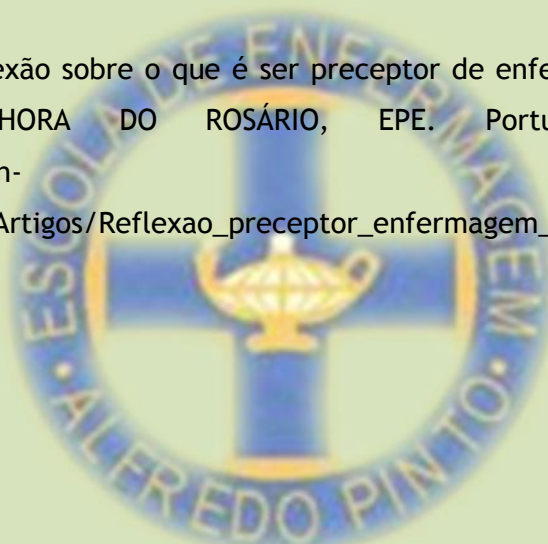
At all levels of healthcare for the NHS, students are developing their practice stage, accompanied by their teachers and also by preceptors, who act as participants in this process of teaching and learning or co-participants, but in no way be forgotten.

We recognize that a strategy is important to the discussion of health professionals involved in the academies with the health service, to build a living space learning opportunities for undergraduate nursing. Thus, this exercise future profession as a true citizen critical and reflective, with responsibility in the transformation of health practices offered to the population and the development of nursing itself.

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